

THIS IEP INCLUDES:

- ☐ Transition
☐ Interv. Service Plan

NEW YORK CITY
BOARD OF EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM

CONFERENCE INFORMATION

CSE Case# 15-12245
Home District 03 Service District 03
Date 2/16/2006
Type CSE REVIEW

STUDENT INFORMATION

Name [REDACTED] NYC ID# 264-657-172 Date of Birth 2/23/1992 Gender MALE
Address 221 WEST 121ST STREET APT 1E NEW YORK, NY 10027
Phone (212) 662-7643 English LAB Spanish LAB
Language(s) Spoken/Mode of Communication ENGLISH
Primary Agency with whom student is involved
Name of Contact
Agency Case #
Phone

*Agrees to the date of the conference:

PARENT/GUARDIAN INFORMATION

Name VICTORINE STEWART
Address 221 WEST 121ST STREET APT 1E NEW YORK, NY 10027
Phone (Home) (212) 662-7643 Phone (Work)
Preferred Language/Mode of Communication ENGLISH

Relationship to Student

MOTHER

Interpreter Required ☐ Yes ☒ No

SPECIAL MEDICAL/PHYSICAL ALERTS

(Refer to Health & Physical Development Page for additional details.)

The student has ☐ medical conditions and/or ☐ physical limitations which affect his/her ☐ learning ☐ behavior and/or ☐ participation in school activities.

The student requires ☐ medication and/or ☐ health care treatment(s) or procedure(s) during the school day.

Other alerts: HISTORY OF SEIZURES

SUMMARY OF RECOMMENDATIONS

Recommended Services

NY'S APPROVED NON-PUBLIC SCHOOL - RESIDENTIAL JUDGE ROTENBERG CENTER
Classification of Disability EMOTIONAL DISTURBANCE
Eligibility ☒ Yes ☐ No

Staffing Ratio

12:1:1

Twelve Month School Year ☒ Yes ☐ No Recommended Services for the Twelve Month School Year

NY'S APPROVED NON-PUBLIC SCHOOL - RESIDENTIAL JUDGE ROTENBERG CENTER

Staffing Ratio

12:1:1

☒ Program Accessibility

☐ Adaptive Phys. Ed.

☐ Related Services

☐ Assistive Technology

☐ Special Education Transportation - Comment

Students who are blind or visually impaired:

Braille instruction needed ☐ Yes ☒ No

Students who are deaf or hard of hearing:

Language of instruction

Mode of Communication

Other Recommendations (Check all that apply)

☐ Bilingual Instruction

☐ Monolingual Services with ESL

☐ Monolingual Services without ESL

*Details are provided in relevant sections of IEP.

Student

NYC ID# 264-657-172

CSE # 16-12246

Date of Conference

2/16/2006

CONFERENCE INFORMATION

Referral Type	Initial	Triennial	Annual Review	Requested Review	Conference Type	IEP	CSE Review	Annual Review	CPSE Review
Attendance at Conference Please note that your signature reflects your participation at the conference and does not necessarily indicate agreement with the Individualized Education Program.									
Signature/Title			Role			Role (Indicate if Bilingual)			
Parent/Legal Guardian			Parent/Legal Guardian			Parent/Legal Guardian			
District Representative			District Representative			Special Education Teacher or Related Service Provider			
General Education Teacher			General Education Teacher			Parent Member (CPSE/CSE)			
Student			Student			Other			
Education Evaluator			Education Evaluator			Other			
School Psychologist			School Psychologist			Other			
School Social Worker			School Social Worker			Other			
Use an asterisk (*) to signify the participant who interprets the instructional implications of evaluation results. Use the letter (T) to signify participation by teleconference.									
Indicate Modifications									
<input type="checkbox"/> Initiate Service			<input type="checkbox"/> Modify Service			<input type="checkbox"/> Change Recommended Service			<input checked="" type="checkbox"/> No Change
Conference Result									
Initiation, Duration and Review of IEP									
Projected Date of Initiation of IEP			2/16/2006			Projected Date of Review of IEP			2/16/2007
Duration of Services			ONE YEAR						
Date Notice of Meeting Sent			1/25/2006			Contacts with Parent/Legal Guardian			
Date of Follow-up (if any)						Date IEP and Notice of Recommendation			
Type of Follow-up			<input type="checkbox"/> Letter <input type="checkbox"/> Telephone			<input type="checkbox"/> Given to Parent			
						<input checked="" type="checkbox"/> Sent to Parent			
						2/16/2006			

ACADEMIC PERFORMANCE AND LEARNING CHARACTERISTICS

Describe the student's present levels of academic achievement, language development, cognitive development and learning style in English and the other than English language for LEP students. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

PRESENT PERFORMANCE:

_____ has made good academic progress during the past IEP period. _____ is a bright student who is consistently motivated to complete daily assignments. He is able to remain on task throughout the academic day and takes great pride in his academic accomplishments. _____ is an active participant in group lessons and frequently volunteers to read aloud to the class. _____ was administered the Woodcock-Johnson Tests of Achievement on 03/02/2005. In addition to the scores located below, his academic fluency was a 2.5 grade equivalency.

Reading And Writing

Area	Date	Test/Evaluation	Score	Instructional Level
Decoding	03/02/05	WJIII		2.8 GE
Reading Comprehension	03/02/05	WJIII		2.0 GE
Listening Comprehension	03/02/05	WJIII		2.2 GE
Writing	03/02/05	WJIII		2.0 GE

Math

Area	Date	Test/Evaluation	Score	Instructional Level
Computation	03/02/05	WJIII		3.1 GE
Problem Solving	03/02/05	WJIII		2.8 GE

ACADEMIC MANAGEMENT NEEDS

(Environmental modifications and human/material resources)

_____ requires a small structured class with close supervision within a 24 hour behavioral/residential program. He requires a structured and consistent environment to be successful both behaviorally and academically. _____ needs to improve upon all areas of his academics.

Social/Emotional Performance

Describe the student's strengths and weaknesses in the area of social and emotional development in English and the other than English language for LEP students. Consider the degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Performance :

_____ is a happy 13 year old boy who loves positive attention. _____ exhibits good communication skills with others and has learned to use his manners. _____ continues to exhibit occasional dangerous behaviors. _____ has demonstrated the ability to go extended periods of time exhibiting no major inappropriate behaviors. However, _____'s inappropriate behaviors usually come in episodic bursts which have lasted up to several weeks in duration. _____ enjoys positive attention and will often seek approval from staff.

Behavior And The Instructional Process

- ☐ Behavior is age appropriate.
- ☐ Behavior does not seriously interfere with instruction AND
- ☐ Can be addressed by General Education OR
- ☐ Can be addressed by special education teacher
- ☐ Behavior seriously interferes with instruction and requires additional adult support.
- ☒ Behavior requires highly intensive supervision.

Describe the present levels of support including personnel responsible for providing behavioral support.

_____s program is supervised by a psychologist and closely monitored by a case manager. He receives 24 hour supervision from educational and residential staff. The same behavioral objectives will be addressed at the residence and the school. JRC employs court authorized Level III interventions to include the GED (Graduated Electronic Decelerator) and Movement Limitation to treat _____s major inappropriate behaviors including aggression, destruction, major disruptive, health dangerous and noncompliant behaviors. JRC also employs Alternative Learning Strategies which includes a progression of classroom and residential environmental moves depending upon _____s behavioral progress.

Social Emotional Management Needs

Environmental modifications and human/material resources

_____ requires 24hr/12 month residential services in a highly structured behavior modification program. Due to his dangerous behavior, it is necessary for him to require constant supervision. JRC recommends that _____ receives no more than 2 incoming phone calls/wk. Outgoing calls will be contingent upon behavior for therapeutic reasons and will be earned as rewards as part of his behavior treatment. It may be necessary for JRC staff to monitor a phone call for safety reasons. Calls to/from Clergy, SW, and/or Attorney will only be contingent upon safety and will not be monitored for any reason.

A behavior intervention plan has been developed.

☒ Yes ☐ No

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PARENT

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STUDENT

OTHER

Health And Physical Development

CSE Case#

16-12246

Describe the student's health and physical development including the degree or quality of the student's motor and sensory development health, vitality and physical skills or limitations which pertain to the learning process, behavior and participation in physical education or other school activities. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Health Status And Physical Development:

History of Seizures

Medical/Health Care Needs

During the school day, the student requires:

Oral medication:

☐ Yes ☒ No

(If yes, functionally describe the condition for which medication is required.)

Treatment(s) or other health procedure(s) ☐ Yes ☒ No
(If yes, functionally describe the condition for which treatment(s) or procedure(s) are required.)

Health as a related service

☐ Yes ☒ No

(If yes, specify in related service recommendations.)

Physical Needs

The student: ☐ does ☒ does not have mobility limitations

(If yes, functionally describe the limitation(s).)

Accessible program:

☐ yes ☒ no

Adaptive physical education

If yes indicate staffing ratio:

☐ yes ☒ no

Assistive technology device(s)

☐ yes ☒ no

Assistive technology service(s)

☐ yes ☒ no

(If assistive technology device(s) or service(s) are required, specify in management needs)

Health/Physical Management Needs

(Environment modifications, human/material resources or specialized equipment)

has no physical abnormalities that would impede his learning

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There will be _____ reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:	PROGRESS	Date							
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	Other
will increase appropriate behaviors while decreasing socially inappropriate behaviors.	Methods of Measurement								
	Report of Progress								
	Progress Toward Annual Goal								
	Reasons for not Meeting Annual Goal								

SHORT-TERM OBJECTIVES:

- Will reduce the frequency of aggressive behaviors to a median of 0 per week.
- Will reduce the frequency of destructive behaviors to a median of 0 per week.
- Will reduce the frequency of health dangerous behaviors to a median of 0 per week.
- Will reduce the frequency of major disruptive behaviors to a median of 0 per week.
- Will reduce the frequency of noncompliant behaviors to a median of 0 per week.
- Will reduce the frequency of inappropriate verbal behaviors to a median of 2 per week.

Other:

- Will reduce the frequency of educationally and socially interfering behaviors to a median of 0 per week.

ANNUAL GOAL:

will improve his reading, writing, and spelling skills.

ANNUAL GOAL:	PROGRESS	Date							
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	Other
	Methods of Measurement								
	Report of Progress								
	Progress Toward Annual Goal								
	Reasons for not Meeting Annual Goal								

SHORT-TERM OBJECTIVES:

- Will complete selected lessons in the JRC Phonics curriculum.
- Will master the lessons in the JRC Spelling curriculum (definition, spelling, use in a sentence) appropriate to his level with 100% accuracy and fluency as measured as rate correct per minute.
- Will complete repeated reading exercises utilizing teacher selected material appropriate to his level with 100% accuracy and fluency.
- Will master a series of vocabulary words appropriate to his level.
- Will write a paragraph containing fewer than 10 grammatical, spelling and punctuation errors.

EXPLANATION OF CODING SYSTEM

REPORT OF PROGRESS

- Not applicable during this grading period
- No progress made
- Little progress made
- Progress made; goal not yet met
- Goal met

METHODS OF MEASUREMENT

- Teacher Made Materials
- Standardized Test
- Class Activities
- Portfolio
- Teacher/Provider Observations
- Performance Assessment Task
- Checklist
- Verbal Expression
- Other (Specify)

Write a review of your child's educational program each year; please be advised that you have a right to request a review of your child's program at any time.

PROGRESS TOWARD GOAL

- Appropriate meeting goal
- Do not anticipate meeting goal (note reason)
- Goal met

REASONS FOR NOT MEETING GOAL

- More time needed
- Excessive absences or tardiness
- Assignments not completed
- Other (Specify)

1st 2nd 3rd 4th 5th 6th 7th 8th

Use a Y (Yes) or N (No) in the appropriate column.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP.

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

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STUDENT

OTHER

There will be _____ reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:

_____ will develop and demonstrate an improvement in the critical skills for math computation, concepts, and problem solving by participating in a 6th grade math curriculum.

PROGRESS

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

1. Will master the basic facts in all mathematical operations using precision teaching with 100% accuracy and fluency as measured as rate correct per minute.
2. Will solve word problems regarding monetary amount and coin values with 80% accuracy.
3. Will select and use the appropriate operation to solve word problems.
4. Will add and subtract up to 5 digit numbers, multiply and divide up to 3 digit numbers with a single digit divisor with and without remainders.
5. Will round whole numbers through 100,000.
6. Will multiply two digit numbers with 80% accuracy.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:

_____ will participate in a 6th grade Science curriculum.

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

1. Will learn to describe the relationships among air, water and land on Earth.
2. Will identify ways in which humans have changed their environment and the effects of those changes.
3. Will describe how the structures of plants and animals complement the environment of the plant or animal.
4. Will develop an understanding of how the sun is an energy source for living and nonliving cycles.

EXPLANATION OF CODING SYSTEM

REPORT OF PROGRESS

1. Not applicable during this grading period
2. No progress made
3. Little progress made
4. Progress made, goal not yet met
5. Goal met

METHODS OF MEASUREMENT:

1. Teacher Made Materials
2. Standardized Test
3. Class Activities
4. Performance Assessment
5. Check Lists
6. Performance Assessment Task
7. Oral Interview
8. Other (Specify)

_____ will be a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

PROGRESS TOWARD GOAL

- A. Anticipate meeting goal
- B. Do not anticipate meeting goal (Note reason)
- C. Goal met

REASONS FOR NOT MEETING GOAL

1. More time needed
2. Excessive absence or tardiness
3. Assignments not completed
4. Other (Specify)

1st 2nd 3rd 4th 5th 6th 7th 8th

Use a Y (Yes) or N (No) in the appropriate column.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP.

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

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PARENT _____

SCHOOL _____

STUDENT _____

OTHER _____

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

- 1

SHORT-TERM OBJECTIVES:

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

-

1

10. 某公司 2007 年 12 月 31 日应收账款余额为 1000 万元，坏账准备余额为 100 万元。2008 年 1 月 1 日，该公司计提坏账准备 100 万元。2008 年 1 月 1 日，该公司计提坏账准备 100 万元。2008 年 1 月 1 日，该公司计提坏账准备 100 万元。

revised:

1

SCHOOL ENVIRONMENT AND SERVICE RECOMMENDATIONS

GENERAL EDUCATION ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Supplementary Aids and Service	Program Modifications and Supports for School Personnel

SPECIAL CLASS ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Special Class and Staffing Ratio	Supports	Reasons for Non-Participation in General Education Environment
ALL	ENGLISH	ALL	12:1:1	24-HOUR RESIDENTIAL PROGRAM FOR ACADEMIC AND SOCIAL AND EMOTIONAL NEEDS.	Terry's behavior interferes with academic progress in a regular education classroom. He requires instruction in a separate placement. Therefore, Terry will not participate in general education classes with non-disabled peers and will not participate in outside activities with students without disabilities while at JRC.

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Student

NYC ID# 264-657-172

CSE # 16-12246

Date of Conference

2/15/2006

OTHER PROGRAMS/SERVICES CONSIDERED AND REASONS FOR REJECTION

Provide an explanation of the programs/services considered and the reason for rejection. Specify why the student can not achieve the goals of his/her IEP within a general education program with the assistance of supplementary aids and services.

REGULAR GRADES WITH RELATED SERVICE AND A COMMUNITY BASED SPECIAL PROGRAM WITH RELATED SERVICE WERE CONSIDERED, BUT REJECTED BECAUSE [REDACTED] S EMOTIONAL AND BEHAVIORAL NEEDS REQUIRE A MORE RESTRICTIVE EDUCATIONALLY THERAPEUTIC ENVIRONMENT.

Second Language Instruction: If the student is exempt from second language instruction, explain why.

[REDACTED] IS EXEMPT FROM A SECOND LANGUAGE AS HE DOES NOT HAVE THE SKILLS NECESSARY TO PARTICIPATE IN A SECOND LANGUAGE CURRICULUM AND HAS SIGNIFICANT EDUCATIONAL DEFICITS AND SEVERE BEHAVIORAL DIFFICULTIES.

PARTICIPATION IN SCHOOL ACTIVITIES, RELATED SERVICE RECOMMENDATIONS AND PARTICIPATIONS IN ASSESSMENTS

PARTICIPATION IN SCHOOL ACTIVITIES

If the student cannot participate in lunch, assemblies, trips and/or other school activities with non-disabled students, indicate the activity and reason(s) for non-participation.
 _____'s behavior interferes with academic progress in a regular education classroom. He requires instruction in a separate placement.
 Therefore, _____ will not participate in general education classes with non-disabled peers and will not participate in outside activities with students without disabilities while at JRC.

Status*	Related Service	Language of service	Location**	Session/ week	Duration	Group size

* Indicates status of recommendation: Initiate; Continue; Modify; or Terminate ** Indicate whether service is provided outside the general education classroom

PARTICIPATION IN ASSESSMENTS

☒ The student WILL PARTICIPATE in state and local assessments. ☐ The student will participate in Alternative Assessment.

Reason for participation in Alternative Assessment:

☐ Without Accommodations
 Describe accommodations, if any, that will be used consistently throughout the student's educational program:

Extended time (1.5) Directions read and re-read aloud

Small group

Questions read aloud

In addition to Alternative Assessment, describe how the student will be assessed:

Promotion ☐ Standard Criteria ☒ Modified Criteria*

Promotion * Describe the modified promotion criteria

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STUDENT

OTHER

Transition

LONG TERM ADULT OUTCOMES

(Beginning at age 14 or younger if appropriate, state long term outcomes based on the student's preferences, needs and interests.)

- Community Integration: ☒ will integrate into the community with maximum supports
- Post-Secondary Placement: ☒ will attend a vocational program
- Independent Living: ☒ will live in a supervised setting
- Employment: ☒ will learn acceptable behavior to gain employment

☐ Regents Diploma ☐ Advanced Regents Diploma ☐ Local Diploma ☐ IEP Diploma

Expected High School Completion Date _____ Credits Earned _____ As Of Date _____

Transition Services

(Required for students 15 years of age and older)

Instructional Activities

Responsible Party: ☐ Parent ☐ School ☐ Student ☐ Agency ☐ Fall ☐ Spring ☐ Summer

Community Integration

Responsible Party: ☐ Parent ☐ School ☐ Student ☐ Agency ☐ Fall ☐ Spring ☐ Summer

Post High School

Responsible Party: ☐ Parent ☐ School ☐ Student ☐ Agency ☐ Fall ☐ Spring ☐ Summer

Independent Living

Responsible Party: ☐ Parent ☐ School ☐ Student ☐ Agency ☐ Fall ☐ Spring ☐ Summer

☐ Acquisition of Daily Living Skills ☐ Functional Vocational Assessment ☐ Needed ☐ Not Needed

Responsible Party: ☐ Parent ☐ School ☐ Student ☐ Agency

BEHAVIOR INTERVENTION PLAN

DESCRIBE THE BEHAVIOR(S) THAT INTERFERE(S) WITH LEARNING

The behaviors that interfere most with [redacted]'s learning are: aggression, destruction, health dangerous, noncompliance, major disruptive, educationally and socially interfering and inappropriate verbal behaviors.

WHAT BEHAVIOR CHANGES ARE EXPECTED?

The behavior changes that are expected is a deceleration of all problematic behaviors to a low median. JRC expects to bring [redacted]'s inappropriate behaviors to such a low level that he can benefit from educational activities, participate in community activities, and function in an appropriate social manner with peers and authority figures.

WHAT STRATEGIES ARE GOING TO BE TRIED TO CHANGE THE BEHAVIOR?

The strategies employed at JRC are as follows: DRO (behavioral contracts) in which [redacted] earns highly preferred rewards for meeting a behavioral criteria, verbal praise, token reinforcer/point system, a large reward arcade lounge, field trips field day, social opportunities, opportunity for an in-school job, and an independence level system. JRC also employs Alternative Learning Strategies which includes a progression of class/residential moves depending upon [redacted]'s behavioral progress.

WHAT SUPPORTS WILL BE EMPLOYED TO HELP THE STUDENT CHANGE THE BEHAVIOR?

[redacted]'s program will be supervised by a psychologist and will be closely monitored by a case manager. He will receive supervision 24 hours per day from educational and residential staff. All of JRC's staff are trained in physical crisis management procedures if needed in an emergency situation. JRC employs court authorized Level III interventions to include the GED (Graduated Electronic Decelerator) and Movement Limitation to treat [redacted]'s major inappropriate behaviors including aggression, destruction, health dangerous, noncompliance and major disruptive behaviors.

Copy For:

CSE ☐PARENT ☐SCHOOL ☐STUDENT ☐OTHER ☐